



# HISTORY & GEOGRAPHY

STUDENT BOOK

▶ **10th Grade**

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# HISTORY & GEOGRAPHY 1001

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# Ancient Civilizations 2

## Introduction

In this LIFE PAC® the study of civilizations is continued from the previous History and Geography LIFE PAC. The primary emphasis will be upon Greece and Rome, two of the most significant world empires and civilizations in history, and upon the spread of Christianity. Consideration will be given also to the civilizations that developed in India and China.

## Objectives

**Read these objectives.** The objectives tell you what you will be able to do when you have successfully completed this LIFE PAC. When you have finished this LIFE PAC, you should be able to:

1. Describe the geographical boundaries of India.
2. Discuss the origins of the Indian people.
3. Identify the major characteristics of ancient Indian culture.
4. Explain the geographical importance of rivers on Chinese civilization.
5. Trace the history of the major Chinese dynasties.
6. List major contributors to Chinese philosophy and religion.
7. Describe the origins of Greek civilization.
8. Trace Greek history from earliest times to the decline and fall of the Greek Empire
9. Describe the rise of the city-states, such as Athens and Sparta, and their impact on the history of Greece.
10. Discuss the rise of Macedonia and its effect upon Greek decline.
11. List major Greek contributors to man's thought and government to the present time.
12. Discuss the rise of Roman civilization from the ruins of Greece.
13. Discuss the origins of the city of Rome.
14. Outline the history of the Roman Empire, emphasizing its historical divisions.
15. Describe the emergence of Roman democracy.
16. Discuss the cultural impact of Rome on the world.
17. Explain the developments that led to the decline and fall of the Roman Empire.
18. Explain how God prepared the way for the birth, life, and ministry of Jesus Christ in a secure Roman world.
19. Summarize the birth, life, and death of Jesus Christ.
20. List the disciples who were most influential in carrying the gospel throughout the world.
21. List the major contributors to Roman thought and culture.
22. Describe the role played by the Christian Church in the first four hundred years of its history.

# 1. THE EARLY MIDDLE AGES

The period of the Middle Ages can itself be divided into several eras. Some historians will speak of Early, High, and Late Middle Ages referring to the beginnings of the medieval world, to peak of medieval civilization, and to the decline of the medieval way of life that overlaps the start of the Renaissance. Again, not all historians will agree on the dates for each of these periods of time.

In this section you will study the barbarian invasions which changed not only the empire, but the political and economic face of most of Europe and Asia, as well as parts of Africa and the Middle East. You will study the role of the Christian church at this time as well as the rise of a new religious leader, Muhammad, whose followers invaded Africa and parts of Europe. In studying all of these, you will cover about four hundred years of history from the late fourth century to the eighth century.

## Section Objectives

**Review these objectives.** When you have completed this section, you should be able to:

1. Explain why dates for the beginning and end of the Middle Ages cannot be clearly established.
2. Identify the barbarian invaders.
3. Explain the changes brought to Europe by the Germanic barbarians.
4. Describe the Germanic ideas of government and law and their influence on future systems of government and law.
5. Explain the role of the Eastern Empire in the sixth century.
6. Identify some of the early church fathers and Christian writers and missionaries.
7. Explain the Arab invasions and the rise of Islam.

## Vocabulary

**Study these words to enhance your learning success in this section.**

**caliph**  
**infidel**  
**Sunnites**

**comitatus**  
**nomad**  
**synods**

**compensation**  
**Shiites**  
**witan**

**Note:** All vocabulary words in this LIFEPAAC appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.




## BARBARIAN TRIBES

<b>Tribes near the Atlantic</b>	Celts, Gauls
<b>Eastern European Tribes</b>	Slavs
<b>Asiatic Tribes</b>	Huns, Magyars, Mongols, Bulgars
<b>Germanic Tribes</b>	Angles, Saxons, Sueves, Alemanni, Franks, Goths—[Ostrogoths (East Goths), Visigoths (West Goths)], Vandals, Lombards, Burgundians

XI was Charles the Bold of Burgundy. In an effort to increase his own power, Charles was killed. Louis then seized Burgundy.

France also captured Provence and Brittany. By the end of the fifteenth century, France had

become a strong monarchy. It had a strongly centralized administration and a royally controlled judicial system. Under France's system, the nobility played a secondary role to the king, but the **bourgeoisie** had risen in importance.

KINGS OF FRANCE			
ROYAL HOUSE	REIGNING NAME	EPITHET OR NOTABLE ACTS	REIGN AS KING
House of Capet 	Louis IX	<i>"Saint Louis"</i>	(1226-1270)
	Philip III	<i>The "Bold"</i>	(1270-1285)
	Philip IV	<i>The "Fair"</i>	(1285-1314)
	Louis X	<i>The "Stubborn"</i>	(1314-1316)
	John I	Died in Infancy	(1316)
	Philip V	<i>The "Tall"</i>	(1316-1322)
	Charles IV	<i>The "Fair"</i>	(1322-1328)
	House of Valois 	Philip VI	<i>The "Fortunate"</i>
John II		<i>The "Good"</i>	(1350-1364)
Charles V		<i>The "Wise"</i>	(1364-1380)
Charles VI		<i>The "Mad"</i>	(1380-1422)
Charles VII		<i>The "Victorious"</i>	(1422-1461)
Louis XI		<i>The "Spider"</i>	(1461-1483)
Charles VIII		<i>The "Affable"</i>	(1483-1498)
Louis XII		<i>"The Father of the People"</i>	(1498-1515)
Francis I		Standardized the French Language	(1515-1547)
Henry II			(1547-1559)
Francis II			(1559-1560)
Charles IX			(1560-1574)
Henry III		King of Poland-Lithuania before France	(1574-1589)
House of Bourbon 		Henry IV	<i>"Good King Henry"</i>
	Louis XIII	<i>The "Just"</i>	(1610-1643)
	Louis XIV	<i>The "Great" or "The Sun King"</i>	(1643-1715)

the south, forcing it to go north around Scotland. Storms in the North Sea destroyed more Spanish ships. Less than half of the “Invincible Armada” returned to Spain.

By defeating the Armada, England remained independent and Protestant. The Spanish defeat also established England as a sea power. Spain’s sea power continued to decline while

England’s power grew. The way was now clear for England to establish colonies.

Elizabeth’s chief contribution to England was her long life and reign. She ruled England for forty-five years, giving her country a period of much needed stability. Much of the credit for stable government goes to Elizabeth, but much of it must also go to her leading minister, William Cecil, Lord Burghley.



### Complete the following activities.

**1.1** Name the three reasons Philip II sent the Spanish Armada.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**1.2** Why was the English defeat of the Spanish Armada important? \_\_\_\_\_

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### Match the following items.

**1.3** \_\_\_\_\_ William Cecil

**1.4** \_\_\_\_\_ Elizabeth I

**1.5** \_\_\_\_\_ Philip II

**1.6** \_\_\_\_\_ Admiral Howard

**1.7** \_\_\_\_\_ Sir Francis Drake

**1.8** \_\_\_\_\_ Henry VIII

a. Stuart king

b. English commander against Spanish Armada

c. English pirate

d. stabilized English government

e. king of Spain

f. Tudor king

g. prime minister

Parliament refused to give any funds to Charles unless he agreed to having limits set on his power. Charles went along for a time, but then decided he had had enough. He tried to arrest the leaders of Parliament, who were warned and thus fled. The king and parliament began to assemble men and supplies to fight. Civil war broke out between the two sides in 1642.

Supporters of the king were called Cavaliers. They consisted of Anglicans, Catholics, nobles,

and other groups that tended to favor traditional power. Wearing their hair long and curled, the Cavaliers stood in contrast to their opponents, the Roundheads, who cut their hair short. The Roundheads were primarily Protestants who wanted a limited monarchy and a less Catholic Anglican church. The Puritans were the best organized and most militant of the Roundheads. They took the lead in the opposition to the king.



**Complete the following sentences.**

- 1.1 Queen Elizabeth was the last monarch of the \_\_\_\_\_ rule.
- 1.2 James I was the first of the \_\_\_\_\_ kings in England.
- 1.3 A famous writer of the Elizabethan era was \_\_\_\_\_.
- 1.4 Bacon’s philosophy was centered around solving \_\_\_\_\_.
- 1.5 England’s naval power was first established by the defeat of the \_\_\_\_\_.
- 1.6 A king’s belief that God has willed for him to rule is known as \_\_\_\_\_.
- 1.7 The Authorized Version of the Bible is commonly called the \_\_\_\_\_.
- 1.8 The twenty-year Parliament Charles I recalled was known as the \_\_\_\_\_.
- 1.9 Supporters of the king were called a. \_\_\_\_\_ ; their opponents were known as b. \_\_\_\_\_.

**Write true or false.**

- 1.10 \_\_\_\_\_ The existence of Parliament under the Tudor monarchs was limited and only necessary when the monarch desired.
- 1.11 \_\_\_\_\_ Parliament had unlimited power during the reign of James I and Charles I.
- 1.12 \_\_\_\_\_ Charles I dissolved Parliament because of strong resistance to his policies.
- 1.13 \_\_\_\_\_ When Ireland threatened war against Charles I, he had to recall Parliament.
- 1.14 \_\_\_\_\_ Civil war in England developed when Charles attempted to arrest members of Parliament who opposed him.



**Match the following items.**

- |  |  |
|--|--|
| <p>1.1 _____ nationalism</p> <p>1.2 _____ imperialism</p> <p>1.3 _____ Prussia</p> <p>1.4 _____ conscription</p> <p>1.5 _____ general staff</p> <p>1.6 _____ Manchuria</p> <p>1.7 _____ armaments race</p> | <p>a. led Europe in military readiness</p> <p>b. improved military organization</p> <p>c. loyalty of people for their country</p> <p>d. cause of war between Russia and Japan</p> <p>e. build-up of war equipment</p> <p>f. hostilities between Germany and Prussia</p> <p>g. colonization for gain</p> <p>h. military draft</p> |
|--|--|

**Complete the following activity.**

- 1.8 List the advantages and disadvantages of the following:

ADVANTAGES		DISADVANTAGES	
a. nationalism	a.	a.	
b. imperialism	b.	b.	
c. military build-up	c.	c.	



# SELF TEST 1

Choose the correct letter to identify the person (each answer, 2 points).

- |  |  |
|--|--|
| <p><b>1.01</b> _____ Joseph Stalin</p> <p><b>1.02</b> _____ Mao Zedong</p> <p><b>1.03</b> _____ Fidel Castro</p> <p><b>1.04</b> _____ Ho Chi Minh</p> <p><b>1.05</b> _____ Lech Walesa</p> <p><b>1.06</b> _____ Mikhail Gorbachev</p> <p><b>1.07</b> _____ Douglas MacArthur</p> <p><b>1.08</b> _____ Gamal Abdel Nasser</p> <p><b>1.09</b> _____ John F. Kennedy</p> <p><b>1.010</b> _____ Harry Truman</p> | <p>a. last president of the U.S.S.R.</p> <p>b. leader of Solidarity</p> <p>c. Egyptian president</p> <p>d. Soviet leader, began the Cold War</p> <p>e. American president during Cuban Missile Crisis</p> <p>f. Cuban Communist leader</p> <p>g. Chinese Communist leader</p> <p>h. Korean War military commander</p> <p>i. Vietnamese Communist leader</p> <p>j. American president who formulated containment policy</p> |
|--|--|

Complete the sentences using the answers below (each answer, 2 points).

- |                           |                  |             |
|---------------------------|------------------|-------------|
| Pusan Perimeter           | Bay of Pigs      | Sputnik     |
| <i>Détente</i>            | General Assembly | Warsaw Pact |
| SALT                      | Security Council | Solidarity  |
| Gulf of Tonkin Resolution |                  |             |

- 1.011** U.S.-trained Cuban exiles tried to invade Cuba at the \_\_\_\_\_.
- 1.012** The first satellite ever launched into earth's orbit was the Soviet \_\_\_\_\_.
- 1.013** All countries in the United Nations are represented in the \_\_\_\_\_.
- 1.014** The Cold War "thaw" of the 1970s was called \_\_\_\_\_.
- 1.015** The military alliance between the Soviet Union and its satellites was called \_\_\_\_\_.
- 1.016** The UN \_\_\_\_\_ is responsible for world peace and has five permanent members who have a veto over decisions.

- 1.018** Minstrels and troubadours were known in the Middle Ages for their \_\_\_\_\_ .
- 1.019** The two most important literary men of the Middle Ages were  
a. \_\_\_\_\_ and b. \_\_\_\_\_ .
- 1.020** Late medieval architecture was called \_\_\_\_\_ .

**Answer true or false** (each answer, 1 point).

- 1.021** \_\_\_\_\_ Marco Polo was the first Chinese to visit Europe during the Middle Ages.
- 1.022** \_\_\_\_\_ Bronze is a mixture of iron and zinc.
- 1.023** \_\_\_\_\_ The empire of Alexander the Great began to crumble in part because Alexander did not pick a leader to follow him after he died.
- 1.024** \_\_\_\_\_ Plebeians were the common people of Rome.
- 1.025** \_\_\_\_\_ Antony and Cleopatra were defeated at the Battle of Actium in 31 B.C.
- 1.026** \_\_\_\_\_ Pax Romano was a Roman emperor who followed Diocletian to the throne.
- 1.027** \_\_\_\_\_ Jesus was born in Bethlehem during the reign of the emperor Augustus.
- 1.028** \_\_\_\_\_ The ancient Chinese had a highly developed system of government, which required formal education.
- 1.029** \_\_\_\_\_ Latin was the language of Egypt.
- 1.030** \_\_\_\_\_ The religion of most ancient civilizations was polytheistic.

**Write the letter of the correct answer on each line** (each answer, 2 points).

- 1.031** The feudal system dealt primarily with people at the \_\_\_\_\_ of the medieval social structure.  
a. top                                      b. middle                                      c. bottom                                      d. outside
- 1.032** Under the feudal system all of the land was owned by the \_\_\_\_\_ .  
a. manor                                      b. nobles                                      c. church                                      d. king
- 1.033** The *Canterbury Tales* were written by \_\_\_\_\_ .  
a. Dante                                      b. Chaucer                                      c. minstrels                                      d. Trivium
- 1.034** The papacy was moved from Rome to France during the \_\_\_\_\_ .  
a. Hundred Years War                                      b. Avignon Captivity  
c. Quadrivium                                      d. Holy Roman Empire



# HISTORY & GEOGRAPHY

TEACHER'S GUIDE

▶ **10th Grade**

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# HISTORY & GEOGRAPHY 1000

## Teacher's Guide

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## INSTRUCTIONS FOR HISTORY & GEOGRAPHY

The LIFEPAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work

activity when it is necessary to spend instructional time with one particular student.

The Teacher Notes section of the Teacher's Guide lists the required or suggested materials for the LIFEPACs and provides additional learning activities for the students. The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning, and may be used as a reward for good study habits.

# TEACHING NOTES

## MATERIALS NEEDED FOR LIFE PAC

### Required

(None)

### Suggested

- encyclopedia
- Bible
- dictionary
- (the reference materials can be in either book or online formats)

## ADDITIONAL LEARNING ACTIVITIES

### Section 1: Meaning and Origin of Civilization

1. Construct a chart showing the non-Biblical views of man's origins on the one hand, and the Biblical views of man's origins on the other. Lead a class discussion based on material from the chart.
2. Show a movie or filmstrip about early civilization. Afterward, have a class discussion about the ideas discussed in the film.
3. Put on a class play about the Fall of Man or the Flood or both.
4. Research the symbolism connected with the colors of the rainbow, the rainbow itself, and the seasons. Give a class report on your findings.
5. Make a language chart. Show on the chart how languages gave rise to early civilizations and eventually to early nations.

### Section 2: Early Egyptian Civilization

1. Draw or find a map of ancient Egypt. Show the boundaries in a contrasting color. Label neighboring countries. Compare the map to one of modern Egypt.
2. In class discussion, compare ancient Egypt with modern Egypt. Compare political relationships with other countries, art and literature, religion, and economy.
3. Conduct a class discussion on the developments in ancient Egypt that are still evident today. In what ways was ancient Egypt a basis for modern thinking and activity?
4. Construct a bulletin board that contains pictures from ancient Egypt and from modern Egypt.
5. Research one of the outstanding rulers of ancient Egypt. Present your findings in a report to the class.
6. Visit a museum, library, or university that has a display of ancient Egyptian artifacts or pictures of them.

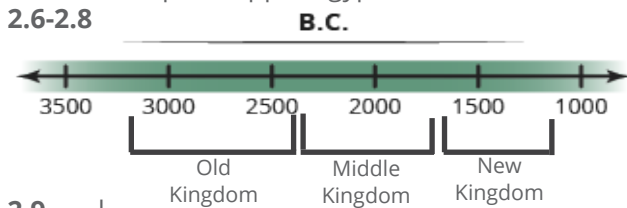
# ANSWER KEYS

## SECTION 1

- 1.1 cities
- 1.2 large population of nonfarmers; enough food
- 1.3 Any order:  
 a. technology  
 b. division of labor  
 c. political organization  
 d. higher moral codes or arts and literature, commerce and trade, bookkeeping and accounting
- 1.4 the tools and processes to make things and to satisfy human needs
- 1.5 It made food production more efficient.
- 1.6 labor
- 1.7 primitive
- 1.8 state
- 1.9 evolution
- 1.10 progressive
- 1.11 perversion
- 1.12 true
- 1.13 true
- 1.14 false
- 1.15 true
- 1.16 true
- 1.17 true
- 1.18 false
- 1.19 true
- 1.20 true
- 1.21 c
- 1.22 e
- 1.23 a
- 1.24 b
- 1.25 f
- 1.26 innocence
- 1.27 language
- 1.28 c
- 1.29 a
- 1.30 b
- 1.31 a
- 1.32 d
- 1.33 a
- 1.34 Cain became a farmer, Abel a shepherd.
- 1.35 trade
- 1.36 Cain's
- 1.37 Any order:  
 a. tent dwellers  
 b. musicians  
 c. workmen in brass and iron
- 1.38 because of the Flood's destructiveness
- 1.39 in its heathen theology and idolatry
- 1.40 the *Gilgamesh Epic*
- 1.41 special revelation; the huge boat
- 1.42 Teacher check
- 1.43 a. that it was because of intermarriage between Cainites and Sethites  
 b. that it was because of intermarriage between fallen angels and humans
- 1.44 Teacher check
- 1.45 Salvation: ark = Christ; Flood = judgment; those in the ark = those in Christ
- 1.46 yes or no
- 1.47 because everyone is descended from them
- 1.48 true
- 1.49 true
- 1.50 true
- 1.51 false
- 1.52 false
- 1.53 true
- 1.54 d
- 1.55 b
- 1.56 a
- 1.57 d
- 1.58 b
- 1.59 e
- 1.60 f
- 1.61 a
- 1.62 c
- 1.63 d
- 1.64 united human strength in rebellion against God
- 1.65 Indo-European
- 1.66 Any order:  
 a. Akkadian  
 b. Aramaic  
 c. Syriac  
 d. Phoenician  
 e. Ugaritic  
 f. Hebrew  
 g. Moabite or Arabic, Minean, Sabaeen, Ethiopic
- 1.67 no
- 1.68 to serve Shem and Japheth

## SECTION 2

- 2.1 along the Nile and its delta
- 2.2 desert
- 2.3 Any order:
  - a. Red Sea
  - b. Mediterranean Sea
  - c. Libya
  - d. Nubia
- 2.4 because the Nile gave it all its water
- 2.5 Lower Egypt is from the delta to past Memphis. Upper Egypt is the rest of the area.



- 2.9 l
- 2.10 d
- 2.11 k
- 2.12 f
- 2.13 j
- 2.14 a
- 2.15 g
- 2.16 c
- 2.17 h
- 2.18 i
- 2.19 b
- 2.20 b
- 2.21 c
- 2.22 a
- 2.23 c
- 2.24 a
- 2.25 They were Semitic Asians, probably beginning in Lower Egypt and moving to Ithet-Tawy.
- 2.26 one of the Hyksos
- 2.27 140 years
- 2.28 The New Kingdom
- 2.29 Ahmose I of Thebes
- 2.30 1250 B.C.
- 2.31 1250 B.C.
- 2.32 Akhenaten
- 2.33 Aten
- 2.34 yes
- 2.35 the state god of Egypt
- 2.36 the army
- 2.37 Ramses I
- 2.38 Syria
- 2.39 Hatshepsut
- 2.40 woman
- 2.41 self
- 2.42 Moses

- 2.43 Hatshepsut
- 2.44 true
- 2.45 true
- 2.46 false
- 2.47 true
- 2.48 false
- 2.49 false
- 2.50 true
- 2.51 true
- 2.52 a
- 2.53 b
- 2.54 a
- 2.55 d
- 2.56 a
- 2.57 b
- 2.58 b
- 2.59 Any order:
  - a. prime minister
  - b. chief justice
  - c. treasurer
- 2.60 Any order:
  - a. aristocracy
  - b. middle classes
  - c. lower classes
- 2.61 Hamito-Semitic
- 2.62 3100
- 2.63 Any order:
  - a. hieroglyphic
  - b. hieratic
  - c. demotic
- 2.64 Rosetta
- 2.65 They were the first to have literature for its own sake rather than for its religious or utilitarian value.
- 2.66 *Pyramid Texts*
- 2.67 yes
- 2.68 Any order:
  - a. sculpture
  - b. bas-relief
  - c. painting
  - d. jewelry making
- 2.69 belief in or worship of more than one god
- 2.70 Any order:
  - a. Re—the sun god
  - b. Osiris—the god of the Nile and fertility
  - c. Isis—the goddess of nature
- 2.71 Either order:
  - a. The “divine” pharaoh controlled them psychologically.
  - b. They were highly moral.



## LIFEPAC TEST

1. f
2. i
3. k
4. a
5. c
6. e
7. g
8. b
9. h
10. j
11. paper
12. a form of writing
13. stone
14. embalming
15. yes
16. Babel
17. the code of laws
18. with great cruelty
19. Daniel
20. Restoration
21. a
22. b
23. d
24. a
25. b
26. d
27. b
28. a
29. d
30. b
31. false
32. true
33. true
34. true
35. true
36. false
37. false
38. false
39. true
40. true

## ALTERNATE LIFEPAC TEST

1. c
2. i
3. f
4. a
5. k
6. d
7. j
8. b
9. e
10. g
11. false
12. true
13. true
14. false
15. true
16. false
17. false
18. true
19. true
20. true
21. c
22. a
23. b
24. c
25. d
26. b
27. c
28. c
29. a
30. c
31. Zoroaster
32. Any order:  
a. fertility  
b. nature  
c. the heavens
33. Restoration
34. Daniel
35. Babylonian Chronicles
36. obelisks
37. cuneiform
38. lunar
39. hieroglyphics
40. Any order:  
a. aristocracy  
b. middle class  
c. lower classes
41. ka
42. Creation of man

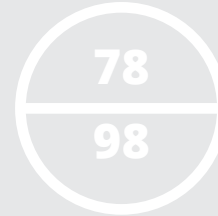
# HISTORY & GEOGRAPHY 1001

## ALTERNATE LIFEPAC TEST

**NAME** \_\_\_\_\_

**DATE** \_\_\_\_\_

**SCORE** \_\_\_\_\_



**Match these items** (each answer, 2 points).

- |                             |   |
|-----------------------------|---|
| 1. _____ civilization       | a. God's mandate to man                             |
| 2. _____ commerce and trade | b. united human strength in rebellion against God   |
| 3. _____ theistic evolution | c. society with developed cities                    |
| 4. _____ "subdue" the earth | d. oral Mesopotamian account of the flood           |
| 5. _____ serpent            | e. conquered Sumer                                  |
| 6. _____ Sumerian King list | f. belief that God started the evolutionary process |
| 7. _____ the rainbow        | g. "gift of the Nile"                               |
| 8. _____ Tower of Babel     | h. early writing                                    |
| 9. _____ Sargon             | i. mark of an advanced society                      |
| 10. _____ Egypt             | j. "perpetual and everlasting" covenant             |
|                             | k. deceived Eve                                     |

**Answer true or false** (each answer, 1 point).

11. \_\_\_\_\_ Egyptian history is divided into two main parts, the Old Kingdom and the Empire.
12. \_\_\_\_\_ The only significant Egyptian leader after the Nineteenth Dynasty was Ram-  
ses III.
13. \_\_\_\_\_ The ruler Menes united Egypt's diverse groups and established a capital at  
Memphis.
14. \_\_\_\_\_ Sheshoq I pursued a foreign policy of alliance with Ahab of Israel.
15. \_\_\_\_\_ The Egyptian economy was primarily agricultural.
16. \_\_\_\_\_ Egyptian society was divided into four classes.
17. \_\_\_\_\_ The oldest form of Egyptian writing was cuneiform.
18. \_\_\_\_\_ Egyptian art is characterized by lack of perspective.
19. \_\_\_\_\_ Egyptian religion was polytheistic.
20. \_\_\_\_\_ The Babylonian Empire was composed of Mesopotamia and the lands of  
ancient Sumer.

**Write the letter for the correct answer on each line** (each answer, 2 points).

21. The ruler who saw himself as the upholder of the oppressed, common people was \_\_\_\_\_.  
a. Mursili I                      b. Nimrod                      c. Hammurabi                      d. Samsi-Adad I
22. Hammurabi is noted for his \_\_\_\_\_.  
a. code of 282 laws                      b. Mosaic Law  
c. contribution to the fall of Babylon                      d. writing of the Amarna Letters
23. The Babylonians made significant contributions in \_\_\_\_\_.  
a. art and literature                      b. mathematics and astronomy  
c. social sciences                      d. the alphabet
24. The Tigris-Euphrates valley, the Fertile Crescent, and Palestine were controlled by \_\_\_\_\_.  
a. Babylon                      b. Egypt                      c. Assyria                      d. the Hittite Empire
25. When Assyria fell, \_\_\_\_\_ emerged in its place.  
a. Babylon                      b. Israel                      c. Egypt                      d. Neo-Babylon
26. The chief god of the Assyrian pantheon was \_\_\_\_\_.  
a. Ishtar                      b. Ashur                      c. Nineveh                      d. Nabu
27. Most Assyrian literature was \_\_\_\_\_.  
a. written on papyrus                      b. repeated by word of mouth  
c. composed of government documents                      d. religious in nature

28. Persia was defeated by \_\_\_\_\_ .  
 a. Artaxerxes  
 b. Cambyses II  
 c. Alexander the Great  
 d. Zerubbabel
29. Persian history began with the \_\_\_\_\_ .  
 a. Medes  
 b. Persians  
 c. Lydians  
 d. Egyptians
30. The twenty-one Persian provinces were called \_\_\_\_\_ .  
 a. states  
 b. mini-nations  
 c. satrapies  
 d. city-states

**Complete the following sentences** (each answer, 3 points).

31. The philosopher who taught the Persians a morality system based on “Do good, hate evil” was \_\_\_\_\_ .
32. Early Persians worshiped gods of a. \_\_\_\_\_ , b. \_\_\_\_\_ , and c. \_\_\_\_\_ .
33. In the history of Israel, the period in which Judeans were returned to their lands was known as the \_\_\_\_\_ .
34. The man who interpreted Belshazzar’s dream was \_\_\_\_\_ .
35. The chief literary accomplishment of the neo-Babylonians was the \_\_\_\_\_ , which catalogued their military successes.
36. The kings of Assyria portrayed artistically the histories of their campaigns by using \_\_\_\_\_ .
37. Assyrian writing was a kind of script called \_\_\_\_\_ .
38. One accomplishment of the Babylonians was a \_\_\_\_\_ calendar to aid in agriculture.
39. The oldest form of Egyptian writing was \_\_\_\_\_ .
40. The classes in Egyptian society were the a. \_\_\_\_\_ , b. \_\_\_\_\_ , and c. \_\_\_\_\_ .
41. The Egyptians believed their bodies were indwelt by a double, or \_\_\_\_\_ , that lived after the body died.
42. The last event of God’s week of Creation was the \_\_\_\_\_ .